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Annex to: Vice-Chancellor's decision on general assessment criteria

General assessment criteria for the appointment of teachers

It is important that all employees share SLU's values which express the common fundamental values for our university. These provide guidance in everyday life by describing the starting point for our activities, in contacts with the outside world and for how we behave towards each other and others. These fundamental values are:

- scientific approach
- creativity
- openness and
- responsibility.

In addition, the university is covered by the ethical foundations of the state, which can be summarised as six basic principles:

- democracy
- legality
- objectivity, factuality and equal treatment
- free formation of opinions
- respect for human equality, freedom and dignity
- efficiency and service.

All teaching positions at SLU presume that the candidate, in addition to research and teaching qualifications has the ability to cooperate and carry out their duties in a suitable way. Vacancies are primarily filled through advertisements.

1 Professor

1.1 *Research expertise*

If a candidate is to be offered a professorship, they must have research expertise within the subject in question, have a doctorate and the qualifications required to be appointed docent or equivalent. When assessing a candidate, focus is primarily on qualitative indicators. These skills must have been demonstrated over a not insignificant period of time. What is considered “a not insignificant period” may vary between indicators.

Qualitative indicators of the candidate’s research expertise include the following:

- An assessment of how the candidate has contributed to scientific progress in their area of research.
- Examples of new approaches and of questioning prevailing paradigms in the candidate’s scientific output.
- Examples of their ability to lead a research team.
- How the candidate’s scientific merits compare to national and international research within the field.
- For positions in clinical subjects or subjects connected to clinical activities: documented, internationally recognised specialist competence, as well as clinical/laboratory diagnostic work and participation in clinical development work.

Benchmarks which are quantitative in nature and which can provide a certain indication of research expertise:

- The scope of scientific output in international journals with peer review systems or other publishing of equivalent value.
- Impact of the candidate’s scientific output, which can be assessed based on various benchmarks.
- The capacity to acquire external research funding, both nationally and internationally.
- Experience as principal supervisor for doctoral students and post-doctoral positions. As a principal supervisor, the candidate must normally have supervised doctoral students throughout their studies, up until they were awarded their degree of doctor.
- Other assignments in which academic merit is crucial to the appointment, such as invitations to present their research at international conferences, international referee assignments, external expert for the appointment of teachers, external reviewer at a public defence of a doctoral thesis, marks of honour and awards.

1.2 *Teaching expertise*

If a candidate is to be offered a professorship, they must possess both teaching expertise and the ability to integrate teaching and research. Teaching expertise is

assessed on qualitative grounds and the candidate must therefore present evidence that facilitates the assessment of the quality of their teaching merits and how well they have integrated research and teaching. These skills must have been demonstrated over a not insignificant period of time. What is considered “a not insignificant period” may vary between indicators.

A lack of quality cannot be offset by quantity of experience, and teaching expertise cannot counterbalance a lack of rooting in scientific activities. The candidate’s expertise is evaluated with the following criteria and sub-criteria in mind.

Conscious focus on student learning

- The candidate has the capacity to create good conditions for learning.
- The candidate relates well with the students.
- The candidate has an understanding of learning processes, learning activities and examination, based on current research in teaching and learning.

Scientific and developmental approach

- How the candidate integrates practical teaching with their general teaching approach.
- How the candidate has developed their teaching activities and course components over time.
- How the candidate investigates student learning in their own activities.
- How the candidate relates their teaching practice to current research in their subject and, where possible, to current social issues.

Viewing their teaching practice in a broader context

- The candidate has a clear picture of the role of their teaching within a programme, for the university, for education within the subject, and where possible, for society and professional life.
- How the candidate promotes educational development in higher education.

Benchmarks which are quantitative in nature and which can provide a certain indication of teaching expertise:

- The scope of educational activities, e.g. course development, teaching and summative assessment responsibility at Bachelor’s and Master’s level
- Course evaluation results
- Supervisor experience at Bachelor’s and Master’s level

It is an advantage if the person who is recruited as professor for an indefinite term has undergone training in teaching and learning in higher education or by other means acquired the equivalent knowledge and has experience of teaching at different levels.

1.3 *Other assessment criteria*

In addition to research/artistic and teaching qualifications, other competences that are important for the appointment must be included in the assessment criteria. For example, cooperation, environmental monitoring and assessment and innovation expertise, as well as administrative skills, leadership and, where appropriate, clinical as well as laboratory diagnostics expertise.

2 Professor in the fine, applied or performing arts

2.1 *Artistic expertise*

If a candidate is to be offered a professorship in the fine, applied or performing arts, they must have artistic expertise within the subject area in question and have a degree of doctor and the qualifications required to be appointed docent or equivalent. In addition to artistic expertise, teaching expertise is highly valued. The criteria that apply to professors in other disciplines also apply to professors in artistic disciplines. When assessing a candidate for appointment as professor in the fine, applied or performing arts, focus is primarily on qualitative indicators of their artistic expertise. These skills must have been demonstrated over a not insignificant period of time. What is considered “a not insignificant period” may vary between indicators.

Qualitative indicators of the candidate’s artistic expertise include the following:

- How the candidate has contributed to developments within the subject by means of artistic development work and the ability to express themselves on matters of artistic knowledge processes.
- How the candidate has demonstrated their ability to expand, deepen, investigate and formulate artistic problems.
- How the candidate’s artistic expertise in the fields of architecture, art or design holds up nationally and internationally.

Benchmarks which are quantitative in nature and which can provide a certain indication of research expertise:

- Architecture or design awards.
- Articles, books, lectures or exhibitions related to the candidate’s own projects or works.
- Experience as principal supervisor for doctoral students and post-doctoral positions. As a principal supervisor, the candidate must normally have supervised doctoral students throughout their studies, up until they were awarded their degree of doctor.
- Grants obtained from foundations or other funders that make qualitative assessments.
- Other assignments in which artistic and/or professional qualifications are crucial to the appointment, e.g. being on the panel of judges in architect and design competitions, assisting in and/or taking responsibility for the

implementation of significant artistic or architecture/design-related projects, active participation in national and international conferences or workshops in the subject area, assignment as international referee, member of editorial boards, external expert for the appointment of teachers or external reviewer at a public defence of a thesis.

See sections 1.2 Teaching expertise and 1.3 Other assessment criteria.

3 Senior lecturer

3.1 *Research expertise*

To be appointed senior lecturer, a degree of doctor or equivalent is required. The candidate must possess research expertise in the subject area associated with the position. When assessing a candidate for appointment as senior lecturer, focus is primarily on qualitative indicators of their research expertise.

Qualitative indicators of the candidate's research expertise include the following:

- How the candidate has contributed to scientific progress in their area of research.
- How the candidate's scientific output compares to national and international research in the area.
- For positions in clinical subjects or subjects connected to clinical activities: To what extent the candidate has a documented, internationally recognised specialist qualification, as well as experience of clinical/laboratory diagnostic work and participation in clinical development work.

Benchmarks which are quantitative in nature and which can provide a certain indication of research expertise:

- The scope of the candidate's scientific output in international journals with peer review systems or other publishing of equivalent value.
- Impact of the candidate's scientific output, which can be assessed based on various benchmarks.
- Ability to acquire research grants and commissions as a reviewer of scientific work, including doctoral theses.
- Experience of supervising doctoral students and post-doctoral positions.
- Other assignments in which academic qualifications are crucial to the appointment/post, such as invitations to present their research at international conferences, international referee assignments, commission as an expert for the appointment of teachers and external reviewer at a public defence of doctoral thesis.

3.2 *Teaching expertise*

If a candidate is to be offered a senior lecturer position, they must possess both teaching expertise and the ability to integrate teaching and research. Teaching expertise is assessed on qualitative grounds and the candidate must therefore present evidence that facilitates the assessment of the quality of their teaching merits and how well they have integrated research and teaching. These skills must have been demonstrated over a not insignificant period of time. What is considered “a not insignificant period” may vary between indicators. A lack of quality cannot be offset by quantity of experience, and teaching expertise cannot counterbalance a lack of rooting in scientific activities. The candidate’s expertise is evaluated with the following criteria and sub-criteria in mind.

Conscious focus on student learning

- The candidate has the capacity to create good conditions for learning.
- The candidate relates well with the students.
- The candidate has an understanding of learning processes, learning activities and examination, based on current research in teaching and learning.

Scientific and developmental approach

- How the candidate integrates practical teaching with their general teaching approach.
- How the candidate has developed their teaching activities and course components over time.
- How the candidate investigates student learning in their own activities.
- How the candidate relates their teaching practice to current research in their subject and, where possible, to current social issues.

Viewing their teaching practice in a broader context

- The candidate has a clear picture of the role of their teaching within a programme, for the university, for education within the subject, and where possible, for society and professional life.
- How the candidate promotes educational development in higher education.

Benchmarks which are quantitative in nature and which can provide a certain indication of teaching expertise:

- The scope of educational activities, e.g. course development, teaching and summative assessment responsibility at Bachelor’s and Master’s level.
- Course evaluation results.
- Supervisor experience at Bachelor’s and Master’s level.

3.3 *Other assessment criteria*

Other skills must also form part of the assessment criteria. “Other skills” are, for example, cooperation, environmental monitoring and assessment and innovation

skills, as well as administrative skills, leadership, and where appropriate, clinical skills as well as laboratory diagnostics skills.

4 Senior lecturer in the fine, applied or performing arts

4.1 *Artistic expertise*

If a candidate is to be offered a senior lecturer position in the fine, applied or performing arts, they must have artistic expertise within the subject area in question and have a degree of doctor or equivalent. When assessing a candidate for appointment as senior lecturer in the fine, applied or performing arts, focus is primarily on qualitative indicators of their artistic expertise. For the appointment of senior lecturers in the fine, applied or performing arts, opinions must be obtained from at least two experts unless there are special reasons to have fewer than this.

Qualitative indicators of the candidate's artistic expertise include the following:

- How the candidate has contributed to developments within the subject by means of artistic development work and the ability to express themselves on matters of artistic knowledge processes.
- How the candidate has demonstrated their ability to expand, deepen, investigate and formulate artistic problems.
- How the candidate's artistic expertise in the fields of architecture, art or design holds up nationally and internationally.

Benchmarks which are quantitative in nature and which can provide a certain indication of research expertise:

- Architecture or design awards.
- Articles, books, lectures or exhibitions related to the candidate's own projects or works.
- Experience as a principal supervisor for doctoral students and post-doctoral positions. As a principal supervisor, the candidate must normally have supervised doctoral students throughout their studies, up until they were awarded their degree of doctor.
- Grants obtained from foundations or other funders that make qualitative assessments.
- Other assignments in which artistic and/or professional qualifications are crucial to the appointment, e.g. being on the panel of judges in architect and design competitions, assisting in and/or taking responsibility for the implementation of significant artistic or architecture/design-related projects, active participation in national and international conferences or workshops in the subject area, assignment as international referee, member of editorial boards, external expert for the appointment of teachers or external reviewer at a public defence of a thesis.

See also sections 3.2 Teaching expertise and 3.3 Other assessment criteria.

5 Associate senior lecturer

A decision to advertise an opening for an associate senior lecturer is made by the respective faculty board. Subject-specific criteria for promotion to senior lecturer must also be specified by the department before a decision to advertise the vacancy is made.

If a candidate is to be appointed associate senior lecturer, they must possess research expertise in the subject associated with the position. When assessing a candidate for appointment as associate senior lecturer, focus is primarily on qualitative indicators of their research expertise.

Qualitative indicators of the candidate's research expertise include the following:

- How the candidate has contributed to scientific progress in their area of research.
- How the candidate's scientific output compares to national and international research in the area.
- For positions in clinical subjects or subjects connected to clinical activities: To what extent the candidate has a documented, internationally recognised specialist qualification, as well as experience of clinical/laboratory diagnostic work and participation in clinical development work.
- Experience as a doctoral student at another higher education institution in our outside Sweden.
- Experience as a post-doc at another higher education institution in or outside Sweden.

Benchmarks which are quantitative in nature and which can provide a certain indication of research expertise:

- The scope of the candidate's scientific output in international journals with peer review systems or other publishing of equivalent value.
- Impact of the candidate's scientific output, which can be assessed based on various benchmarks.
- Ability to acquire research grants and commissions as a reviewer of scientific work.
- Experience as a student supervisor.
- Other commissions in which academic qualifications are crucial to the appointment, such as invitations to present their research at international conferences, environmental monitoring and assessment and international referee assignments.

The immediate manager is responsible for conducting continual interim evaluations with the aim of supporting and guiding the associate senior lecturer to promotion to the position of senior lecturer. Any other measures taken by the department with the purpose of supporting an associate senior lecturer must be documented.

The department must give associate senior lecturers the opportunity to teach at first-cycle and second-cycle level and offer continuing professional development within teaching and learning in higher education.

5.1 *Assessment criteria for promotions*

The Higher Education Ordinance, Chapter 4, Section 4 a [...] Each higher education institution determines itself what assessment criteria are otherwise to apply to the appointment of a senior lecturer. Before such an appointment, the higher education institution must also establish the assessment criteria that will apply in matters concerning promotion to senior lecturer in accordance with Section 12 c. [*The translation of this paragraph is not an official translation. No official translation is available yet.*]

In addition to being qualified to be employed as senior lecturer, there are other criteria; the assistant senior lecturer must be assessed in relation to the general criteria below as well as in relation to any specific promotion criteria included in the advertisement. During their employment, an assistant senior lecturer must have done the following:

- Established themselves within their field through peer-reviewed scientific publication, among other things.
- Learnt how to acquire personal, relevant external funding.
- Met the necessary requirements for being appointed docent.
- Acquired supervision experience – first as assistant supervisor, and, after being appointed docent, as principal supervisor.

6 Lecturer

To be employed as a lecturer, the candidate must have teaching skills. Teaching skills are assessed on qualitative grounds and the candidate must therefore present evidence that facilitates the assessment of the quality of their teaching merits. A lack of quality cannot be offset by quantity of experience.

The candidate must be able to create good conditions for student learning and relate well to the students. They must also have an understanding of learning processes, learning activities and examination.